

Swanmead Community School



Self Evaluation – March 2017

School Context

Swanmead is a smaller than average Middle School.

The population of the school is 94.5% white British and nominally Christian background.

Currently the school has 278 pupils on role.

Pupils in Year 6, 7 and 8 are currently taught in 9 classes (3 per year group) based on English & Maths ability with one able class and two parallel ones in each year group. In Year 5 children are placed in four mixed ability classes where they have a more primary school system being taught by one teacher for approximately 60% of the time.

Tutor groups are organised vertically for Year 6, 7 & 8. This system has improved relationships across all year groups and given more opportunity for Year 8 pupils to take responsibility and for relationships to flourish between children across the year groups

Over the past two years on entry to the school, approximately 60% have been at national age expected levels for Reading and between 50%-60% at aged expected for Writing and Maths. However, progress from the beginning of Year 5 through to the end of Year 8 is generally good.

The high quality of the school's commitment to inclusion is recognised and acknowledged by the local authority and external agencies (no permanent exclusions in the last 10 years, during 2014/15, 6 days were lost through fixed term exclusions and, during 2015/2016, 1.5 days were lost through fixed term exclusions.)

Children are split into three houses; Herne, Isle and Minster

Broadly, 40% of pupils enter the school at Year 5 below expected levels in core subjects. Because the achievement data in our RAISEonline covers only two years of our school, and therefore is not definitive, we base analyses of progress on baseline data derived from comprehensive and robust assessment on intake in Year 5 and on exit in Year 8.

Overall Effectiveness

Self-evaluated judgement = REQUIRES IMPROVEMENT TO GET TO GOOD

The school is very close to good and the actions taken by leaders suggest that the school does have capacity to improve based on the high percentage of children in our care making good progress in learning and behaviour as they move through our school. The early signs of an implemented plan put in place, following the end of KS2 results in July 2016, suggest that attainment is set to improve. Our pupils' spiritual, moral, social and cultural development is good because of the quality of opportunities in the curriculum and through positive interactions with teachers and other adults. The progress of our children make in Reading, Writing and Maths is consistently good over the four years the children spend in our care.

The overall effectiveness of the School requires improvement because generally outcomes for pupils, particularly at the end of KS2, require improvement but are moving towards good.

The overall effectiveness of the School is no longer securely good because;

- Teaching and learning is not yet consistently good and not all pupils and/or groups of pupils achieve well.
- The results achieved by Year 6 in July 2016 are below expected national standards in Reading and Maths.
- Disadvantaged learners do not attain as highly as their more advantaged peers by the end of KS2.

The Quality of Leadership and Management

Self-evaluated judgement = REQUIRES IMPROVEMENT

The leaders of the school have an unrelenting focus on pupil progress with this measure consistently above expected in Reading, Writing and Maths over four years. Pupil progress is monitored termly by class teachers, curriculum leaders, senior teachers, the Headteacher and by the school Governing Body. The end of year data related to the progress pupils are expected to make is on average above this level. Leaders have focused more recently upon ensuring that improvements are made in the % of pupils that attain an expected standard by the end of Year 6. The early signs show that this will improve in 2017 and 2018.

Senior Leadership Team

The leadership of teaching and learning via the SLT possesses a clear direction with high expectations consistently communicated to staff concerning securing improvements. Monitoring activity is built into the school calendar and, whilst we do have a differentiated approach, there are termly pupil progress meetings for all staff; lesson observations; book scrutinies; drop in sessions and discussions with pupils. All of these sources of evidence are used to support our rigorous appraisal system.

The School Success Plan is clear and every staff member is aware of how their role contributes to it, through an intrinsic link to Appraisal. The SLT have a genuine commitment to training staff and in addition to courses, group training and individual support, there is a shared delivery on the school meeting cycle allowing all staff to consider strategic issues and accountability.

The impact of the SLT has most recently displayed a significant increase in the % of pupils now attaining an expected standard by the effective use of Year 7 catch up funding (Feb 2017).

Safeguarding

Impact via leadership has ensured that standards of safeguarding remain good and we believe we are a model of good practice in this area. This includes staff and governor training on safeguarding, whistleblowing, radicalisation and extremism.

There is a detailed system of risk assessment for the school site, contractors and school events which are adapted for specific occasions as needed. In addition trips must have a pre visit, full risk assessment per class and must be 'signed off' by the EVC prior to the trip taking place. During trips or events such as school fairs, every adult assisting in any capacity is given access to the risk assessments and expected to read it in advance, coming to the morning briefing with any questions or concerns. During lessons children are made aware of safety issues and this is an area that the visiting members of the Governing Body report upon. Staff also make children aware of safety issues during assemblies.

The school has a designated person managing health and safety who meets regularly with the Site Manager and Business Manager on a regular basis to discuss any H&S issues arising.

We have worked hard to ensure that our recruitment practices are good from both a child protection perspective and in a drive to appoint staff that will have maximum impact on pupil progress. Shortlisted staff, for any position, have references fully checked and an offer is only made once the referees have been spoken to directly via telephone. All interview questions are bespoke for the post and agreed with the interview panel.

All staff at Swanmead, through the continued focus on accountability, have a good understanding of safeguarding in its widest context. As a result, staff feel able to raise issues regarding a wide range of issues and clearly know it is everyone's responsibility to ensure maximum safety for staff and pupils. All staff know that safeguarding is everyone's responsibility. Detailed records are kept, and if any staff member or parent raises a concern they fill in a form and a folder is immediately opened on that child, even if no further concerns are ever raised. Numbers of children falling into Child Protection Register, LAC, Child in Need and Cause for Concern are regularly reported to the Governing Body.

Middle Leadership

This area is an identified strategic item that the school needs to further develop. The school has started to develop its capacity to allow Middle Leaders to essentially guide the school's success on a day to day, term to term, year on year basis. Similarly to the organisation of a Primary School, almost every member of staff has some form of responsibility to managing a subject area.

Curriculum

We believe our curriculum is broad and that important to it is allowing children to understand how they learn best. From Year 5, school children are timetabled with a weekly diet of Science, Design Technology, Performing Arts, ICT, P.E, Art and French lessons in addition to English and Maths lessons.

We recognise that the outside learning environment is key and staff use outside spaces for nature study, science, drama, creative writing and various other opportunities. We also encourage the use of the environment beyond the school and there are a rich variety of school trips in every year group. Each year group also has opportunity to take place in visiting theatre workshops and drama/musical groups.

Children are further developed through economic awareness projects such as focus weeks/days for KS3 and Year 5s involvement in the organisation of the Summer Parents' Barbeque. Community Cohesion remains important and there have been an increase in opportunities for the children to contribute to the wider community via organising charity events, visiting the elderly, taking part in church events and projects.

Trips are varied and regularly reviewed. A residential takes place in years 5, 6 and 7 which enables children to develop team skills, social interaction and to consolidate certain aspects of the curriculum such as P.E, outdoor and adventurous education, PSHCE, and the humanities.

The school is able to detail specific examples of how it caters for promoting British Values.

There are also clear provisions made for specific groups such as maths competitions and national events, extra art sessions etc... Through providing a wide variety of free clubs children can further develop their understanding of the world and the school has many clubs which are unusual such as Trampolining, Writing Group, Gardening Club and Fine Art Club in addition to a full range of traditional musical, sporting and homework clubs that take place according to the season.

Every child has the chance to be in the Whole School Production (whether on stage or off it) which is held at School over three evenings due to its popularity. Music and Drama are hugely popular and regular informal concerts and shows make up the social spine of the school calendar.

Governance

Despite much change of personnel, the Governing Body has continued to make some improvements since the time of the last inspection. The GB has changed the ways and methods of how it functions and now meets as a whole body on nine occasions through the course of the school year. This has enabled the abolition of committees and allows all members of the governing body to have an appropriate and full overview of all aspects of school business. The minutes of the Governing Body show evidence of greater challenge and how members have radically developed their ability to hold the school to account.

The Governing Body provide astute challenge and directed support which in turn has a highly positive impact on tackling weaknesses decisively. Governors play a very active role in school; key areas of the school have named Governors linked to them and aspects of the School Success Plan are monitored by a member of the Governing Body ensuring a sense of shared leadership and accountability. Particular subject areas of the schools are closely monitored by a link governor who always feeds back information at the beginning of each governing body meeting.

The level of commitment from members of the governing body has been inconsistent since the time of the last inspection. This, coupled with 80% of the body made up of new members, has meant a varying level of understanding and dedication towards fully appreciating the challenges and areas for development in

the school. The school has ensured that governors have attended a range of training events and make proactive use of the link governor system in order to bridge this gap quicker. The school has worked hard to keep on top of difficult budgeting decisions that have subsequently left the school running a deficit budget over the last two years.

The Governing Body has been quick to tackle any issues related to personnel. Together with the Headteacher, the Governing Body has issued the standards they expect from teachers and have acted, when necessary, to address situations that allow the best possible provision for the young people at Swanmead. This has included working with staff members in monitoring the standards of teaching and when addressing low and intermittent attendance to work.

Parents

The school produces a fortnightly newsletter, detailed assessment reports each year and has a helpful website to ensure parents have a good understanding of the curriculum, school events and the progress their child is making. We have a large number of "hard to reach parents" but use every means possible (our HUB Team, phone calls and texting) to ensure this does not disadvantage their children. The school produces an annual questionnaire for parents and these suggest improving levels of parental engagement and support. The results of the questionnaire consistently point to the fact that parents believe the school is well led and managed.

The quality of leadership and management is not yet good because;

- Teaching, Learning and Assessment is not yet consistently good and, as a result, not all pupils are reaching their potential.
- There are gaps in achievement between different groups of learners that need to be closed.
- Middle Leaders need to pay closer and more intense dedication to groups in order to make certain that gaps are being narrowed in attainment and progress rates.

The Quality of Teaching, Learning and Assessment

Self-evaluated judgement = REQUIRES IMPROVEMENT

Despite learners making good progress in Reading, Writing, Maths and other subjects across the school, teaching is assessed as requiring improvement due to the quality being variable. There are undoubtedly examples of outstanding practice and the expectations of all pupils to make sustained progress and attain higher needs to be to the standard of this teaching and learning practice. This academic year has witnessed a significant increase in consistency seen during lesson observations and learning walks.

All teachers are formally observed on at least two occasions during the course of the year; one in relation to their appraisal process and one generally with regard to the schools monitoring of standards. The quality of teaching is judged on a whole aspect of foci including the quality of marking/feedback, scrutiny of data, conversations with learners and also the overall impact the staff member has within the school.

The Senior Leadership Team monitor different focuses as a team often in pairs and regularly with middle leaders across the school. Further effective monitoring has most recently also occurred via the school's allocated Somerset Education Partner and external peer reviews by other Middle School Headteachers.

The appraisal system is a rigorous system within the school and teachers bring data, observation evidence, work samples and provision maps to their reviews and final conversations.

The school has significantly improved the quality of its marking. Staff meetings have been used to promote good/best practice and children are encouraged to respond to their teacher's marking. The level of challenge, support and differentiation prominent in lessons has increased considerably with the majority of lessons now effectively catering for these aspects. Teachers consistently give pupils feedback in line with the school's policy; this includes what they need to do next to improve and opportunities built into lessons for children to respond to teacher marking with a purple pen. Liaison with other local middle schools has further cemented these improvements.

The school has a tireless commitment towards developing Literacy and Numeracy across the curriculum. This is reflected in most lessons across the school, in feedback policies and by additional focuses such as tutor time. As a result, recent improvements have been witnessed in the increased progress learners make in Reading and Maths through Years 5 and 6.

In order to develop further, the school needs to focus more on ensuring challenge exists for all pupils and that expectations are high for all pupils. The school is aware that, in some subjects areas, children could perform better and that all teachers need to expect highly of the children in their classrooms. Teachers also need to take more risks in lessons in order for challenge to become very much part of every lesson.

Within lessons, tutor times and assemblies, staff members frequently promote messages of high standards of citizenship, equality, kindness and fairness.

Support Staff

The support staff have developed increasingly over the past two years with many moving into different roles and specialisms. Some of which has occurred due to T.As requesting training in these specific areas at their appraisal interviews but many possessing real ambition to develop their professional capabilities and personal challenge. This includes two LSAs who now run our Nurture Base, several who are qualified to run SAIL programmes and a Learning and Progress Tutor who works with a variety of pupils across the school on English and Maths. Many of our Support Staff are putting the foundations down to go on to careers in teaching themselves.

All support team members have undergone specific training relating to their roles; this ranges from Apprentice Level 2 to a Foundation Degree. The school ensures that team members who offer 1:1 support have relevant training to meet the needs of their pupils. Four members of staff are trained to deliver 'Individualised Literacy Intervention', which is the recommended Somerset intervention programme for pupils who have difficulty in this area. Two Higher Level Teaching Assistants support the English and Maths departments in addition to the Learning and Progress Tutor. The Nurture Group facility, that was developed in 2012, is led by a trained staff member whilst the HUB (Help Understand Behaviour) offers more individual support provision in addition to providing effective liaison between home and school.

Teaching, learning and assessment are not yet good because;

- Not all staff have high enough expectations of what pupils can achieve, particularly SEND pupils and pupils eligible for Pupil Premium.
- Not all teaching staff create a stimulating, engaging and interesting learning experience, which encourages pupils to become inspired and achieve their best during the lesson.
- The results at the end of KS2 for Reading and Maths in 2016 were below national expectations.

Personal Development, Behaviour and Welfare

Self-evaluated judgement = GOOD

The school's motto is 'Feeling Proud and Confident about our Learning'. This is emphasised by the wide variety of opportunities for our young people to be rewarded for their work and to become involved in activities that sensitively bring them out of their comfort zones and test their resilience.

Children tell us;

'The best thing about my school is that I know that every single adult cares about me and is there for me if I need them.' (Year 6 Pupil – June 2016)

'I know every school day is going to have moments that are hard and difficult but the teachers make me feel it's OK to not always get it right the first time as long as I have a go.' (Year 8 Pupil – June 2016)

The behaviour seen throughout the school is good. No children have been permanently excluded within the school within the last ten years and during 2014/15, 6 days were lost through fixed term exclusions and during 2015/2016, 1.5 days were lost through fixed term exclusions. The most recent assessment of behaviour would continue to be summarised as good with only a total of 1.0 days lost for fixed term exclusions since September 2016.

The high quality of the school's commitment to inclusion is recognised and acknowledged by the Local Authority and external agencies. The school has continued to honour this vow by most recently integrating two previous school refusers into the school.

Behaviour is well managed in the school. There is a very clear ladder of consequences to ensure a consistent approach.

Incidences of bullying are very low in the school and are swiftly dealt with. The school has a very clear and strict anti-bullying policy. As behaviour in the school and in the local area is so exceptionally good, children can sometimes misunderstand what bullying actually is and through class discussion, assemblies and workshops we work hard to educate them as many use the term 'bullying' to describe mutual disputes. Children know who to contact if they need assistance in dealing with a dispute or if children have been unkind to them.

Attendance is in line with national figures and improving. The results below display it to be significantly higher in comparison to secondary schools.

2014/2015		2015/2016		2016/2017 – Autumn Term	
95.75%		95.4%		96.45%	
KS2	KS3	KS2	KS3		
95.5%	96.9%	96%	95%	Year 5	98%
BOYS	GIRLS	BOYS	GIRLS	Year 6	95.75%
94.8%	95.9%	93.9%	96%	Year 7	94.9%
Pupil Premium	All Pupils	Pupil Premium	All Pupils	Year 8	96.45%
94%	95.75%	93.3%	95.4%		

Punctuality to lessons is very good although there can occasionally be some noise disruption between lessons.

Pupils participate enthusiastically in lessons, group work and independent work. Pupils follow established classroom routines and contributing to each classroom's learning environment. They are willing to engage in activities at all levels and exhibit a desire to learn and make progress. Pupil have positive working relationships with staff and other pupils at the school, reflecting mutual respect and courtesy.

There is much kudos and responsibility held by the school's Senior Pupils and House Captains. These positions are highly sought after by many pupils and 75% of our current Year 8 pupils applied for these positions last year. A number of other positions of responsibility, including Year 5 Monitors, Literacy leaders and Tutor Captains are also sought after. All of these positions feed into the ethos of the school with House Captains and Senior Pupils assisting in the supervision and observation of other pupils around the school during social time and key events. All Year 8s have the opportunity to assist with the running of the school each day through the daily rota of a Pupil Receptionist.

Pastoral support is provided in the classroom through a PSHCE programme that is followed in Year 5, and through regular Circle Time and where pastoral support is directed towards children who are finding things difficult. Children show empathy and social responsibility through the Core Values which are on a rota of assembly themes and follow up work in tutor times. The recent sad deaths of two much loved members of staff and illness of another has furthermore brought the school together in moments of mutual support and reflection

The school HUB (Help Understand Behaviour) is a regionally acclaimed resource that employs two members of staff that work with a variety of children and families on an individual or group work basis. The school has a unique reputation of enrolling pupils from around the county who have been permanently excluded from their previous school and continuing their education successfully at Swanmead. The HUB Team use a Behaviour and Vulnerability Tool in order to profile all pupils and, through this, allows appropriate, effective provision to be provided to all children who require it.

From September 2016 the school has had in place a plan that focuses exclusively on the development of increasing confidence, promoting good health and improving resilience. The early signs of this plan suggest that this is having impact with an increase in both pupils and parents that suggest that the school is effective in aiding them with these decisions and life skills.

In order for Personal Development, Behaviour and Welfare to become Outstanding the school needs to;

- Through the work of the HUB and the Nurture Base, work furthermore with children who have behaviour issues and concerns in our feeder schools to enable a smooth transition into Swanmead.
- Further progress the behaviour for learning of a small group of children by improving, for example, their ability to bring the correct equipment to lessons.

Outcomes for Pupils

Self-evaluated judgement = REQUIRES IMPROVEMENT

The outcomes for pupils require improvement because;

- Despite many pupils making good progress, the standards of attainment at the end of KS2 in 2016 for Reading and Maths were below national figures.

Progress Data – July 2016

Pupils join our school in Year 5 and leave in Year 8. Broadly, 40 - 50% of pupils enter the school at Year 5 below expected levels in Reading, Writing and Maths (Around 17 -19 on the old levels points scale). However, this improves to average (between 26 - 27 points) by the end of KS2. Attainment on exit is generally at expected or above expected for 75% - 80% of pupils in Reading, Writing and Maths.

Our judgements are secure because at both ends of the school, on transition in Y4/5 and Y8/9, teacher assessments, along with responses to formal tests, are moderated and validated by partner schools. Teacher assessments, along with annual entry and exit exams (produced by GL assessment – CATs/ PTE, PTM and PUMA/PYRA) are recorded in all year groups.

Historical Progress Data – Reading, Writing and Maths

Expected progress over four years in a Middle School is 13.2 points.

Below is the progress a Swanmead pupil would make over an 'on average' four years;

	AVERAGE PROGRESS POINTS OVER FOUR YEARS			Progress Rating
	2013/2014	2014/2015	2015/2016	
READING	16.0	15.3	14.8	Good
WRITING	16.1	15.8	18.5	Outstanding
MATHS	16.8	15.5	16.4	Good

The school is consistently well over the expected 13.2 points and is able to display good progress in Reading, Writing and Maths over a four year period.

The 'Actual' Swanmead pupil over four years

(Average attainment points scores over four years from Year 5 Baseline to Year 8 Teacher Assessment)

	READING	WRITING	MATHS
Cohort 2010 - 2014	16.05	17.19	16.34
Cohort 2011 -2015	13.90	17.42	16.68
Cohort 2012 - 2016	14.43	16.67	14.20

The actual points progress remains well over the 13.2 points expected over four years within a Middle School.

The 'Actual' Swanmead pupil over two years

(Average attainment points scores over two years from Year 5 Baseline to Year 6 SATS)

	READING	WRITING	MATHS
Cohort 2013 – 2015 (Current Year 8)	8.57	7.14	7.57
Cohort 2014 -2016 (Current Year 7)	8.36	7.77	6.67

Historical Progress – KS1 to End of Year 8

A more appropriate measure for Middle Schools is to look at progress from KS1 to the end of Year 8.

Cohort (end of KS1 to end of Year 8)	READING		WRITING		MATHS	
	Average points progress over six years	Actual points progress Average in KS1 to Average at end of Year 8	Average points progress over six years	Actual points progress Average in KS1 to Average at end of Year 8	Average points progress over six years	Actual points progress Average in KS1 to Average at end of Year 8
2008 - 2014	21.73	21.72	20.10	20.09	20.98	20.98
2009 - 2015	18.57	18.75	18.59	18.63	19.86	19.85
2010 - 2016	18.14	18.13	18.73	18.71	19.89	18.20

The average and actual points progress data being over 18 points suggests that the system has delivered with regard to the progress pupils make from KS1 to the end of their time in Middle School.

Progress in KS2

Progress through Year 5 and 6 (The Two Year Picture)	Average Points Progress for group + Percentage making eight points progress or more through the two years	2012 - 2014		2013 - 2015		2014 -2016	
		APP	%	APP	%	APP	%
English	Reading (B/line – Y6 Sum)	6.46	44	8.50	78	8.44	78%
	Writing (B/line – Y6 Sum)	8.44	70	7.15	42	8.44	76%
Maths	Maths (B/line – Y6 Sum)	7.09	51	7.68	58	7.46	61%

Average points progress scores over the two years have risen significantly in reading. This has been due to the intense focus the school has placed on this over recent years. The school needs to ensure that the progress made in Maths matches the successes of Reading and Writing.

Progress in KS3

Progress through Year 7 and 8 (The Two Year Picture)	Average Points Progress for group + Percentage making eight points progress or more through the two years	2012 - 2014		2013 - 2015		2014 -2016	
		APP	%	APP	%	APP	%
English	Reading (Y6 Sum – Y8 Sum)	7.55	60	7.55	54	6.82	40%
	Writing (Y6 Sum – Y8 Sum)	7.67	76	8.45	79	8.75	69%
Maths	Maths (Y6 Sum – Y8 Sum)	8.78	73	8.68	68	8.31	65%

Lower than expected pupil progress through Year 7 in 2015/2016 in Reading affected the higher levels of success that the school normally expects through the strong middle years (Years 6 and 7) and through KS3 (Years 7 and 8). Progress in writing through KS3 continues to be high.

Recent Progress Data – Reading and Maths

Year 5

		READING	MATHS
Baseline Info	July 2016 – CATS Testing (% at or above 100)	52% (Verbal)	49% (Quantitative)
	Sept 2016 – GL Assessment – Test 9 (% at or above 100)	62% (English)	59% (Maths)
PYRA PUMA	December 2016 Testing (% at or above 100)	52% (PYRA)	50% (PUMA)
	March 2017 Testing (% at or above 100)	XX% (PYRA)	XX% (PUMA)

Year 6

		READING	MATHS
SATS	May 2016 (when in Year 5) – 2016 SATS Test Green (EXP) + Amber (within 10%) Combined %	70%	27%
	January 2016 – 2016 SATS Test Green (EXP) + Amber (within 10%) Combined %	84% (+14%)	59% (+32%)
PYRA PUMA	July 2016 – GL Assessment – Test 10 (% at or above 100)	52%	42%
	December 2016 Testing (% at or above 100)	58% (PYRA)	47% (PUMA)
	March 2017 Testing (% at or above 100)	XX% (PYRA)	XX% (PUMA)

Year 7

		READING	MATHS
Testing Kangaroo Maths Accelerated Reader	July 2016 – GL Assessment – Test 11 (% at or above 100)	50%	43%
	January 2017 Testing – Kangaroo Maths Stage 6 (% at or above Expected)		63%
	May 2017 Testing – Kangaroo Maths Stage 6 (% at or above Expected)		XX%
	Oct 2016 – Accelerated Reader (% Above Benchmark)	58%	
	Feb 2017 – Accelerated Reader (% Above Benchmark)	64%	

Year 8

		READING	MATHS
Testing Kangaroo Maths Accelerated Reader	July 2016 – GL Assessment – Test 11 (% at or above 100)	41%	43%
	January 2017 Testing – Kangaroo Maths Stage 7 (% at or above Expected)		75%
	May 2017 Testing – Kangaroo Maths Stage 7 (% at or above Expected)		XX%
	Oct 2016 – Accelerated Reader (% Above Benchmark)	45%	
	Feb 2017 – Accelerated Reader (% Above Benchmark)	59%	

Attainment Data – July 2016

KS2 Attainment and Progress – Historical Attainment

	July 2014		July 2015		July 2016
	Level 4+	Level 5+	Level 4+	Level 5+	% EXS+
READING	79%	41%	91%	34%	54%
WRITING	65%	17%	76%	9%	71%
MATHS	71%	30%	79%	27%	44%
SPAG	70%	41%	76%	39%	58%

Since the time of the previous inspection results have continued to improve. July 2016 provided a disappointing set of results with lower results than hoped for (although all prediction data suggested that this could well be the case – See Appendix 1 – Baselines) within the new tests.

KS2 Attainment and Progress – July 2016

	% at Expected Standard			% at Higher Standard		
	School	National	Difference	School	National	Difference
READING	53%	66%	-13%	21%	20%	+1%
WRITING	74%	74%	0%	7%	15%	-8%
MATHS	43%	70%	-27%	10%	17%	-7%
GPS	57%	72%	-15%	17%	23%	-6%

The school had a high percentage of pupils gain a standardised score of 98 or 99 (Reading 9%, GAPS 9% and Maths 17%)

Reading, Writing and Maths – % Achieving Expected Standard in all three			
% at Expected Standard		% at Higher Standard	
School	National	School	National
36%	53%	5%	5%
-17%		0%	

The school did not achieve this floor standard for expected standard. The school was equal to national with regard to the % that gained a higher standard in all three areas.

Progress KS1 to KS2			
	Expected floor standard measure not to exceed	School	Floor Standard Met?
READING	-5	-2.6	✓
WRITING	-7	-3.1	✓
MATHS	-5	-4.7	✓
The school achieved all three progress floor standards			

Key July 2016 SATS Summaries

READING

- High level pupils above national, High level disadvantaged pupils above national.
- Middle ability pupils (particularly the disadvantaged) well below national.

	All	Disadvantaged	Other
School	101.7	100.2	102.3
National	102.6	103.8	103.8
Difference	-0.90	-3.6	-1.5

WRITING

- Overall = National, low writers above national, disadvantaged low writers above national, disadvantaged high ability writers above national.
- Middle ability pupils well below national.

MATHS

- All groups well adrift of national.

	All	Disadvantaged	Other
School	99.4	98.1	99.9
National	103.0	104.1	104.1
Difference	-3.6	-6.0	-4.2

Year 7 Catch Up

In January 2017, the school undertook a set of externally administered tests (via DfE advice and guidance) in Year 7 (Year 6 in July 2016), this resulted in the following shift in % at expected standard;

	% at EXPS in July 2016 (National in brackets)	% at EXPS in January 2017	% increase from July 2016 (New difference from national in brackets)
Reading	53% (66%)	66%	+13% (=)
Maths	43% (70%)	60%	+17% (-10%)
Combined (R/W/M)	36% (53%)	56%	+20% (+3%)

SATS projections – July 2017

	% at Expected Standard	% at Higher Standard
READING	75%	14%
WRITING	75%	11%
MATHS	60%	14%

Reading, Writing and Maths – % Achieving Expected Standard in all three	
% at Expected Standard	% at Higher Standard
58%	8%

Pupil Premium – Attainment (For Pupil Premium Progress – See Appendix 2)

The tables below display how over the past two years the school has consistently displayed a narrowing of the attainment gap between pupil premium children and all pupils.

Pupil Premium v All Pupils Attainment - July 2015 (Average Points Score difference)

	Reading			Writing			Maths		
	GAP July 2014	GAP July 2015	SWING STATUS	GAP July 2014	GAP July 2015	SWING STATUS	GAP July 2014	GAP July 2015	SWING STATUS
YEAR 5		-1.33	N/A		-1.03	N/A		-1.79	N/A
YEAR 5/6	-2.50	-3.41	+0.91 Widen	-3.42	-2.50	-0.92 Narrow	-4.34	-3.14	-1.20 Narrow
YEAR 6/7	-2.66	-2.92	+0.26 Widen	-2.16	-2.02	-0.14 Narrow	-3.17	-2.50	-0.67 Narrow
YEAR 7/8	-4.67	-3.82	-0.85 Narrow	-4.78	-3.50	-1.28 Narrow	-3.09	-3.00	-0.09 Narrow

Pupil Premium v All Pupils Attainment - July 2016 (Average Points Score difference)

In July 2015 there were the following differences between pupil premium and all pupils relating to average points scores for attainment;

Year	Reading		Writing		Maths	
	PP	All Pupils	PP	All Pupils	PP	All Pupils
5	23.35	24.97	23.00	24.37	22.65	25.00
GAP	-1.62		-1.37		-2.35	
6	27.55	28.29	27.00	27.31	25.95	27.45
GAP	-0.74		-0.31		-1.50	
7	30.00	30.59	29.25	30.66	28.88	30.22
GAP	-0.59		-1.11		-1.34	
8	34.27	33.53	33.00	33.94	33.18	33.55
GAP	-0.74		0.94		-0.37	

	Reading			Writing			Maths		
	GAP July 2015	GAP July 2016	SWING STATUS	GAP July 2015	GAP July 2016	SWING STATUS	GAP July 2015	GAP July 2016	SWING STATUS
YEAR 5		-1.62	N/A		-1.37	N/A		-2.35	N/A
YEAR 5/6	-1.33	-0.74	-0.61 Narrow	-1.03	-0.31	-0.72 Narrow	-1.79	-1.50	-0.29 Narrow
YEAR 6/7	-3.41	-0.59	-2.82 Narrow	-2.50	-1.11	-1.39 Narrow	-3.14	-1.34	-1.80 Narrow
YEAR 7/8	-2.92	-0.74	-2.18 Narrow	-2.02	-0.94	-1.08 Narrow	-2.50	-0.37	-2.13 Narrow

Appendix 1

Baselines – The Intake Data – CATS and GL Assessment

CATS Intake Data

	English (Verbal)		Maths (Quantitative)	
	Average Based on Standardised score out of 100	% of intake that are below a Standardised score of 100	Average Based on Standardised score out of 100	% of intake that are below a Standardised score of 100
Sept 2014	97.8	63.3%	98.3	57.7%
Sept 2015	103.0	42.8%	102.2	53.9%
Sept 2016	99.88	48.3%	98.53	50.6%

GL Assessment Data – Test 9 – June 2016 (Year 4)

School	English (Verbal)		Maths (Quantitative)	
	Average Based on Standardised score out of 100	% of intake that are below a Standardised score of 100	Average Based on Standardised score out of 100	% of intake that are below a Standardised score of 100
Greenfylde First School	106.2 (74)	32.4%	102.6 (74)	36.5%
Shepton Beauchamp	97.1 (7)	71.4%	92.4 (7)	71.4%
Ilton	89.4 (5)	80%	82.2 (5)	80%
Intake Average	104.4 (86)	38.4%	100.5 (86)	41.9%

Appendix 2

Pupil Premium - Progress

Pupil Premium v All Pupils Progress - July 2016 (Average Progress Points difference)

Reading

Progression...	Pupil Premium	All Pupils	Difference
Y5 (B/L) to Y5 (Summer)	4.47	4.23	+0.24
Y5 (Summer) to Y6 (Summer)	4.68	4.68	0.00
Y6 (Summer) to Y7 (Summer)	3.31	2.03	+1.28
Y7 (Summer) to Y8 (Summer)	4.13	3.29	+0.84

Writing

Progression...	Pupil Premium	All Pupils	Difference
Y5 (B/L) to Y5 (Summer)	4.41	4.18	+0.23
Y5 (Summer) to Y6 (Summer)	5.50	5.45	+0.05
Y6 (Summer) to Y7 (Summer)	4.60	4.76	-0.17
Y7 (Summer) to Y8 (Summer)	3.13	4.05	-0.92

Maths

Progression...	Pupil Premium	All Pupils	Difference
Y5 (B/L) to Y5 (Summer)	4.12	5.10	-0.98
Y5 (Summer) to Y6 (Summer)	2.86	3.76	-0.90
Y6 (Summer) to Y7 (Summer)	3.70	3.54	+0.16
Y7 (Summer) to Y8 (Summer)	3.00	3.79	-0.79

The school is able to display that there is very little difference between the average progress points being made by pupil premium children when compared to all children. Indeed in Reading, pupil premium children make more progress than all pupils. Out of twelve comparative areas pupil premium children on average make more progress than all pupils on seven of these.

The 'Actual' Swanmead pupil over two years – the recent journey to SATS – PUPIL PREMIUM (based on average attainment points scores at different stages over two years)

Pupil Premium v All Pupils

	Cohort – Sept 2013 – July 2015		Cohort – Sept 2014 – July 2016	
	Pupil Premium	All Pupils	Pupil Premium	All Pupils
Reading	8.39	8.57	8.90	8.36
Difference	- 0.18		+ 0.54	
Writing	7.78	7.14	5.0	7.77
Difference	+ 0.64		- 2.77	
Maths	7.34	7.57	6.80	6.67
Difference	- 0.23		+ 0.13	

Generally disadvantaged pupils make the same level of progress as their more advantaged peers, however, quite often, make greater progress.

Appendix 3

SEN - Progress

Identified SEN Pupils in Reading, Writing and Maths – 2015/2016 (July 2016)

	Average Points Progress - SEN	Average Points Progress - SCHOOL	Difference +/-
READING	5.00	3.70	+1.30
WRITING	5.00	4.60	+0.40
MATHS	3.00	4.10	-1.10

In 2015/2016, learners with SEN made greater progress on average than all pupils in Reading and Writing. SEN children did not make as much progress as all pupils in Maths.

The 'Actual' Swanmead pupil over two years – the recent journey to SATS – SEN (based on average attainment points scores at different stages over two years)

	Cohort – Sept 2013 – July 2015		Cohort – Sept 2014 – July 2016	
	SEN	All Pupils	SEN	All Pupils
Reading	n/a	8.57	8.71	8.36
	n/a		+ 0.35	
Writing	n/a	7.14	8.71	7.77
	n/a		+ 0.94	
Maths	8.00	7.57	4.86	6.67
Difference	+ 0.43		- 1.81	

Generally SEN pupils (actual progress) make greater rates of progress than all pupils in order to help them catch up.

Appendix 4

Able – Progress

Identified Able Pupils in Reading, Writing and Maths – 2015/2016 (July 2016)

	Average Points Progress - ABL E	Average Points Progress - SCHOOL	Difference +/-
READING	3.84	3.70	+0.14
WRITING	4.63	4.60	+0.03
MATHS	4.17	4.10	+0.07

Generally Able Pupils tend to make greater rates of progress than All Pupils.

Identified Able Pupils in Reading, Writing and Maths – 2015/2016 (July 2016)

	Identified Able Pupils	% at Mastery
READING	15	80%
WRITING	9	82%
MATHS	17	100%

The school was disappointed that a lower than expected percentage of pupils identified as Able in Reading and Writing was not deemed 'Mastery' at the end of 2015/2016. All pupils identified as 'Mastery' in Maths achieved this attainment band.

Subjects – Numbers of Able Pupils and % at Mastery

SUBJECT	% Mastery July 2016
Computing	7%
D/T (Resistant Materials)	14%
D/T (Food) (Years 7 and 8)	12%
French	16%
Drama (Years 7 and 8)	7%
History (Years 7 and 8)	10%
Maths	16%
Music	5%
R.E (Years 7 and 8)	8%
Reading	13%
Writing	6%
Science	12%
Art	8%
P.E	7%
Geography (Years 7 and 8)	11%